**Biological Level Learning outcomes**

**General learning outcomes**

• Outline principles that define the biological level of analysis. Explain

how principles that define the biological level of analysis may be

demonstrated in research (that is, theories and/or studies).

• Discuss how and why particular research methods are used at the

biological level of analysis (ie. experiments, observations, etc).

• Discuss ethical considerations related to research studies at the

biological level of analysis.

**Physiology and behavior**

• Explain one study related to localization of function in the brain.

• Using one or more examples, explain effects of neurotransmission on

human behaviour.

• Using one or more examples, explain functions of two hormones in

human behaviour.

• Discuss two effects of the environment on physiological processes.

• Examine one interaction between cognition and physiology in terms of

behaviour. Evaluate two relevant studies.

• Discuss the use of brain imaging technologies (for example, CAT, PET,

fMRI) in investigating the relationship between biological factors and

behaviour.

**Genetics and behavior**

• With reference to relevant research studies, to what extent does

genetic inheritance influence behaviour?

• Examine one evolutionary explanation of behaviour.

• Discuss ethical considerations in research into genetic influences on

behaviour.

**MIND MAP RUBRIC**

Directions: Using all the information in your IB Psychology textbook and Course Companion book, create a comprehensive mind map that’ll help you study for the IB exam. Staple this grading form to your completed mind map.

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| --- | --- | --- | --- |
|  | Exceeds the expectations | Meets the expectations | Doesn’t meet the expectations |
| Answers all the learning outcomes |  |  |  |
| Gives a summary of at least 3\* (unless specified otherwise) relevant concepts or studies for each learning outcome |  |  |  |
| Illustrations |  |  |  |
| Neatness |  |  |  |

FINAL GRADE: